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ABSTRACT

Activities of a Pierce County, Washington, cooperative established in 1983 to unify the delivery of instructional services to secondary special education students in a vocational education context are reported. The report is divided into two major phases: Phase I, A Determination of Secondary Vocational Education Staff Input and Involvement in the IEP (Individualized Education Program) Process, 1985-86; and Phase II, 1985-86 Enrollment Patterns of Handicapped Learners in Vocationally Related Programs, and Identification of Corresponding Goal Statements on Student IEPs. The data indicate that vocational education staff are currently more involved with handicapped learners, participating, for example, in the IEP process; that more handicapped learners are enrolled in reimbursable vocational education programs both numerically and as a percentage; and that more content-related goals appear on the IEPs of participating students. However, 70% of the students in the baseline (1983) period were exposed to the options of a prevocational class or unpaid work study, while currently just over 40% of the students are exposed to those same options, with career awareness and other types of alternative programming increasing in emphasis. Appendixes include data collection forms and a composite of program options and goal statements by program type and district. (DB)

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Educational Service District 121

PIERCE COUNTY COOPERATIVE

Meeting the Needs of Handicapped Learners in Vocational Programs 1985-86

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MEETING THE NEEDS OF HANDICAPPED LEARNERS IN VOCATIONAL PROGRAMS 1985-86

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TABLE OF CONTENTS

INTRODUCTION i

PHASE I: A Determination of Secondary Vocational Education Staff Input and Involvement in the IEP Process, 1985-86.....1

Purpose of the Study.....2
Procedures.....3
Results.....3
Observations.....19
References.....22

PHASE II: 1985-86 Enrollment Patterns of Handicapped Learners in Vocationally Related Programs, and Identification of Corresponding Goal Statements on Student IEPs.....23

Purpose of the Study.....24
Procedures.....26
Results.....27
Quantitative Data.....27
Qualitative Data.....41
Observations.....47

APPENDIX A: Summary of Vocational Staff Questionnaire and Needs Assessment

APPENDIX B: Forms for Phase II Data Collection

APPENDIX C: District Summaries of Program Options and Goal Statements by Program Type

INTRODUCTION

Twelve school districts in Pierce County, Washington, combined resources in 1983 to formulate the Educational Service District 121 Pierce County Vocational/Special Education Cooperative. The purpose of the Cooperative is to unify the delivery of instructional services to secondary special education students in a vocational education context. This task is accomplished in three major ways: (1) data collection, (2) staff development, and (3) on-site consultative services to the participating districts. The intent of this document, Meeting the Needs of Handicapped Learners in Vocational Programs, 1985-86, is to describe some of the progress made by this unique consortium.

Although the document focusses on the data collection generated by the Cooperative, it is important to note that the staff development component includes a 3,000 item materials center and the availability of over 200 hours of organized inservice for the more than 300 secondary vocational and special education teachers within the participating districts. To date, nearly 30 percent of all eligible staff have taken part in one or more of the seven 30-hour training sessions, and materials from the resource center have been distributed to all of the member districts. Each month the Cooperative staff visits each participating district to help identify and deal with locally perceived concerns.

Additionally, bi-monthly advisory committee meetings are conducted with representatives of vocational and special education from each district, as well as a countywide parent advocacy group. These core activities and many subsequent ones serve as the basis for the gains that are shown in this report, including countywide IEP and vocational assessment planning models that have emanated from the Cooperative.

If any gains can be seen as real, however, they must be measurable. When the Cooperative was initiated, baseline data was collected in three major areas: (1) perceptions of vocational education staff as to their input and involvement in the IEP process, (2) enrollment patterns of handicapped learners in the available vocationally related program types, and (3) the appearance of meaningful instructional goals relative to the placement of students in the various program types.

The document is organized so that much of this information is discernable. It is divided into two major phases: Phase I, A Determination of Secondary Vocational Education Staff Input and Involvement in the IEP Process, 1985-86; and Phase II, 1985-86 Enrollment Patterns of Handicapped Learners in Vocationally Related Programs, and Identification of Corresponding Goal Statements on Student IEPs. Each of the two studies or phases is further organized into four sections: purpose, procedures, results, and observations. The purpose of the study is an overview of the

rationale that supports the data collection effort. The procedures outline the steps taken to generate and compile the data that is included. The results present a comparison of baseline and current information through a collection of figures and brief summary of each figure. The observations are an analysis of what has seemingly occurred. Even though observations are made regarding each phase of the report, the reader is invited to draw his or her own conclusions about what is presented. In addition to information presented within the text of this report, there are three appendices. Appendix A is the countywide results of the questionnaire that is the basis for Phase I. Appendix B is the data collection form and instructions for compiling the information for Phase II. Appendix C is a district by district composite for program options and goal statements for each of the three major program types: reimbursable vocational education, special education sponsored vocational training, and non-reimbursable vocational education/training programs.

Each phase of the report is independent, but interrelated as well. It is obviously difficult to separate what vocational staff see as reality from what actual numerical evidence supports. The consistency of the data is therefore viewed as critical to the message that is transmitted from this document.

From the baseline period of 1983-84 to the reporting

period of 1985-86, vocational education and special education staff seem to have developed a closer working relationship. This more definitive relationship is manifest in increased vocational staff involvement in the IEP process, and accelerated enrollment of handicapped learners in vocationally related programs. The Cooperative is also witness to an increase in the appearance of content specific goals that are found on students' IEPs. Although a positive trend towards increased instructional collaboration is observed, there remain many areas in which the relationship can be improved.

PHASE I

A Determination of Secondary Vocational Education Staff Input and Involvement in the IEP Process, 1985-86

PHASE I

PURPOSE OF THE STUDY:

This phase of the two-part analysis is aimed at a determination of vocational education staff input and involvement in the Individualized Education Program (IEP) process. In an effort to ascertain vocational education staff members perceptions of their role in the inclusion of handicapped learners in vocational education, this study has been undertaken annually since 1983-84, the first operational year of the Cooperative.

An adapted version of a questionnaire field tested and utilized in Vermont was initially chosen as an evaluation instrument (Albright-Preskill, 1981). The adapted instrument (see Appendix A) serves as a vehicle to extract vocational education's views of combined services.

The rationale behind this study is if vocational educators do not perceive themselves as having an active role in the placement, implementation, and evaluation of the handicapped learner's entry and participation in vocational education programs, then their involvement needs to be intensified. When special education students are enrolled in reimbursable vocational education programs, vocational education is the major service provider. Vocational staff input and involvement thus becomes critical to the overall maintenance and development of meaningful skills acquisition.

PROCEDURES:

During second semester of each reporting year all secondary vocational education staff within each of the participating twelve districts are surveyed using the questionnaire included in this document. Copies of the questionnaire are made available to each vocational education director in the participating district. The vocational education director or designee then distributes the questionnaire to all appropriate staff, who complete it anonymously. The completed questionnaires are collected at the district level and forwarded to the Cooperative office for scoring and analysis. The return rate of the questionnaires annually averages between 75 and 90 percent. Therefore, the conclusions drawn from this information are seen as valid indicators of total staff perceptions.

Although results of the survey are generally reported on a countywide basis, individual district compilations are available upon request. However, only countywide results appear in this document.

RESULTS:

In order to provide the reader with some perspectives on the progress of the Cooperative effort, key questions will be isolated and compared to the baseline information derived in 1983-84. These key questions, which have been chosen for inclusion in this report, attempt to describe a major aspect of collaborative relationships between vocational and special education.

To assist the reader, a series of figures will be presented. Each figure provides baseline and current information. A brief narrative for each figure is also included.

Figure 1.1: This figure represents the first of four preliminary questions for vocational education staff who responded to the survey. It is concerned with whether or not vocational teachers have any identified handicapped learners in their classes at the time the questionnaire was completed. Nearly four out of every five vocational staff members reported that handicapped learners were currently enrolled in their classes, up five percent from the baseline period. The numerical increase in enrollment is shown in the second phase of this document and validates these perceptions.

Figure 1.2: The second question asked of vocational education staff deals with when they find out some of the students who enrolled in their classes are handicapped. In terms of ideal programming, vocational staff should have this information as early as possible so instructional accommodations can be appropriately made. Generally, this is occurring. Now, over 80 percent of respondents are aware within three weeks into classes that some of their students are handicapped.

Figure 1.3: This figure represents the second part of the previous question, and concerns how vocational staff found out some of their students were handicapped. During the

FIGURE 1.1

Question: Do you have any identified handicapped students in your classes at this time?

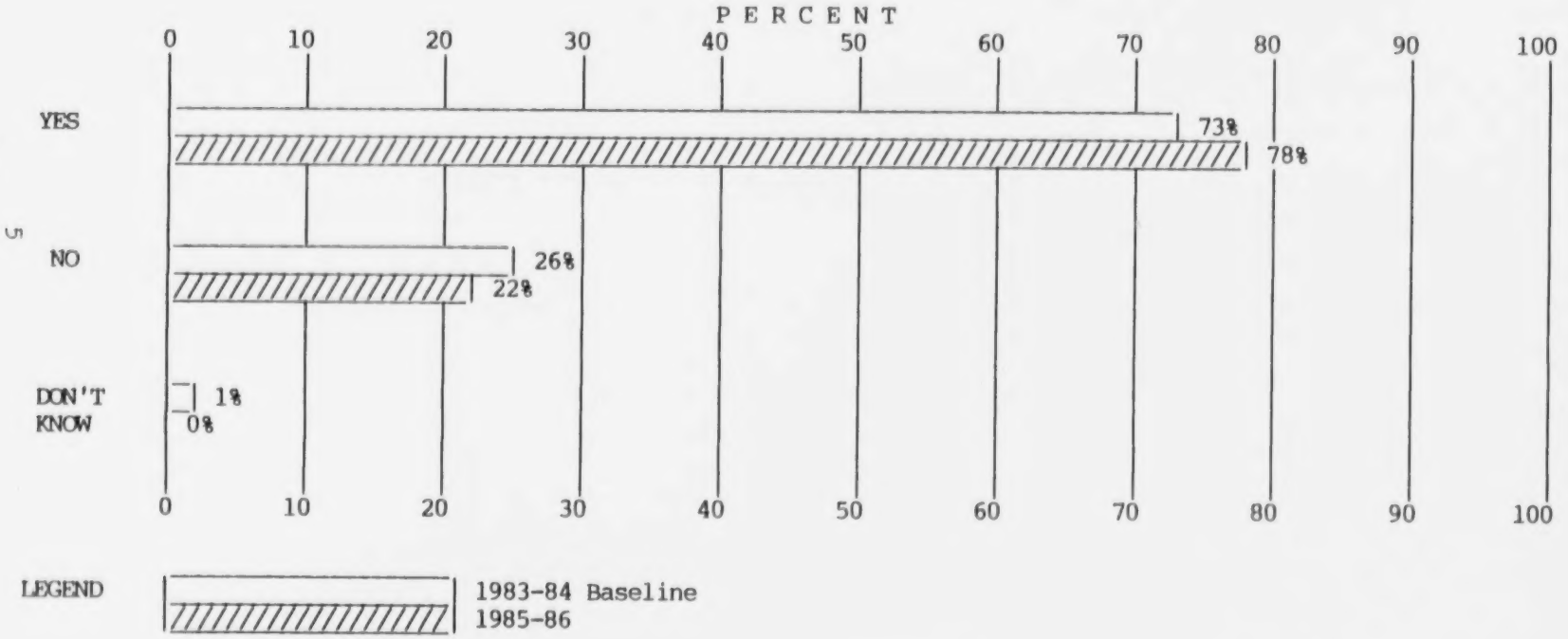


FIGURE 1.2

Question: When did you find out these students were handicapped?

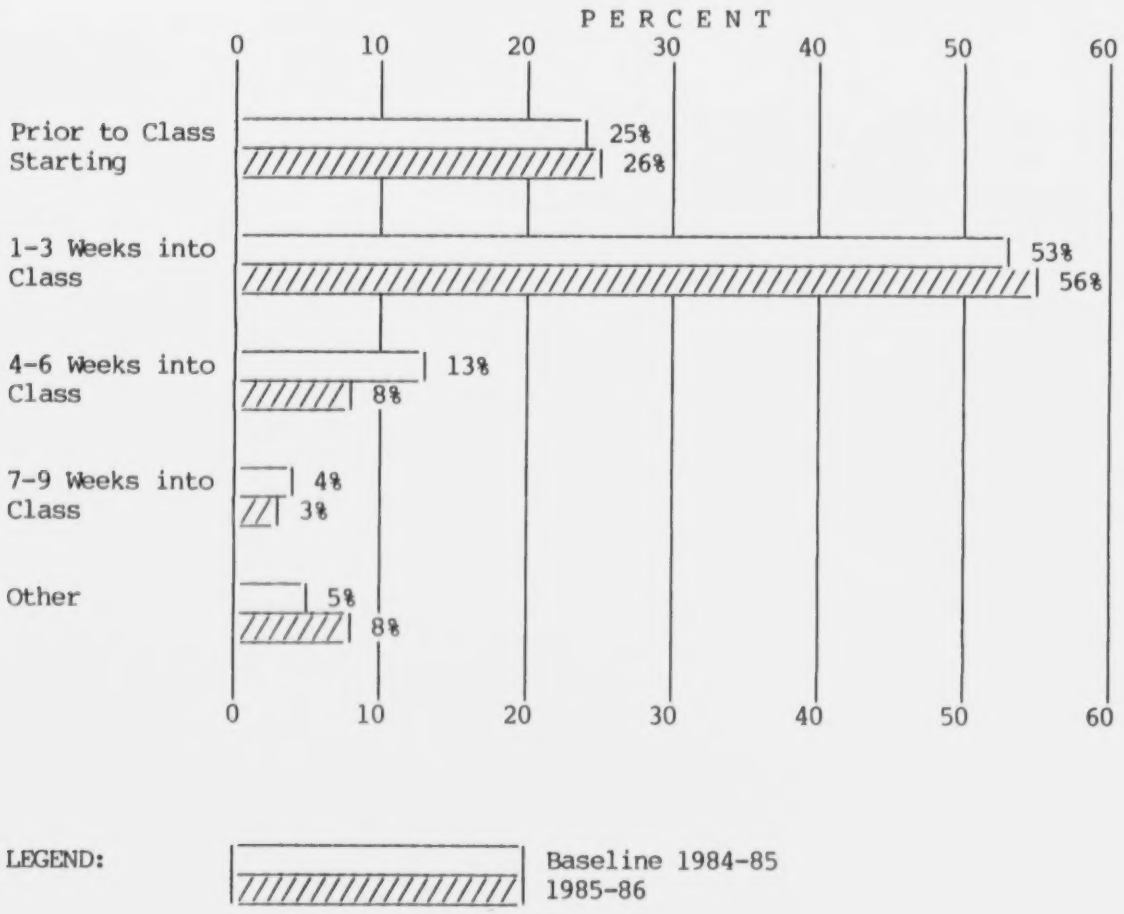
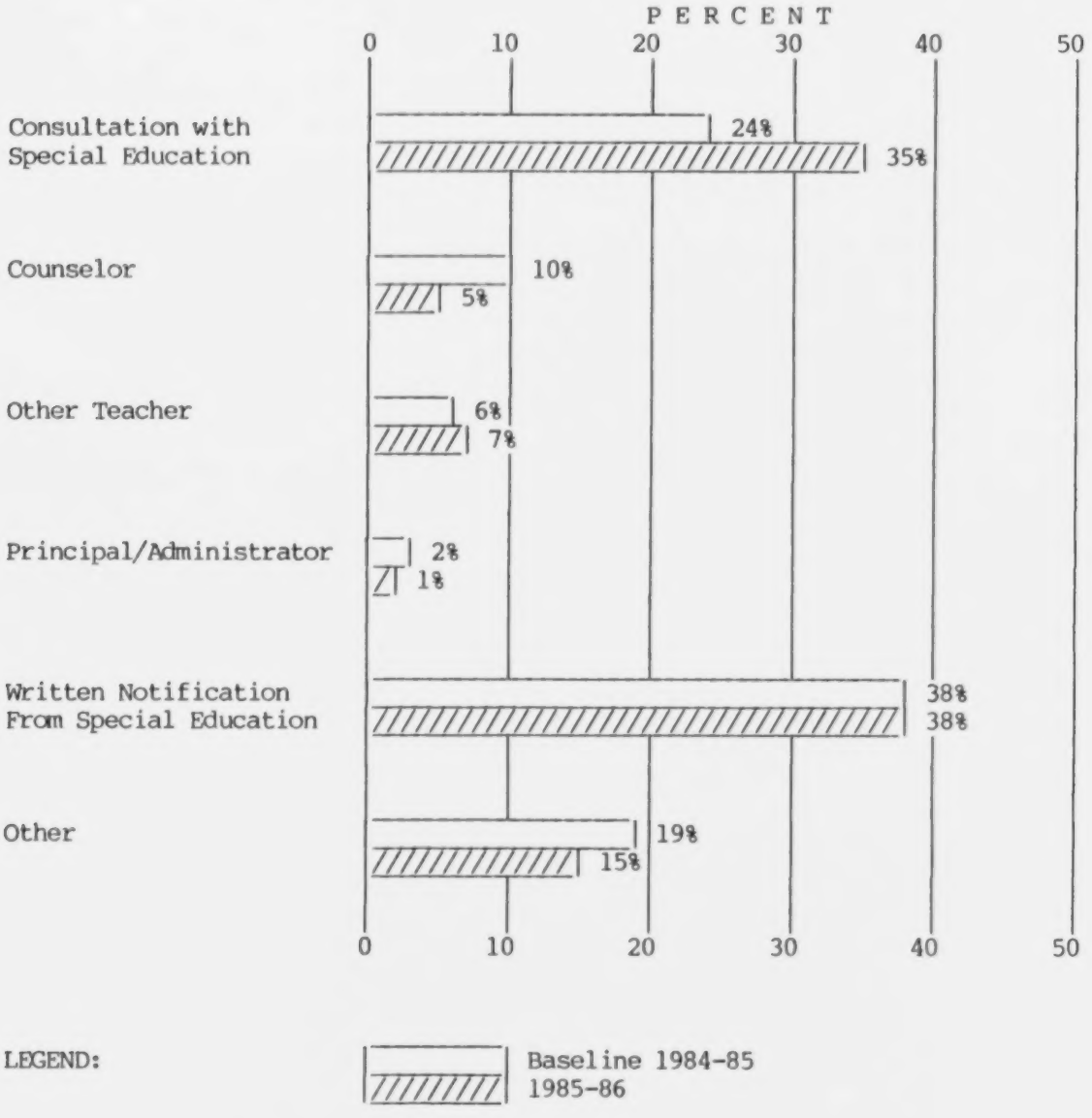


FIGURE 1.3

Question: How did you find out these students were handicapped?



baseline period, approximately three in five staff members were provided this information through some form of contact with special education. At the present time, nearly three in four obtain knowledge of the students' handicaps through contact with special education.

Figure 1.4: This question deals with the vocational educator's knowledge of an IEP for handicapped students who participate in their programs. At the present time there is a six percent increase in the numbers of staff that respond "yes" to this question, providing some indication that the dialogue between vocational and special education personnel is on the incline.

Figure 1.5: Some background information on the respondents is explored in this and the next two figures. Here, primary field of specialization or representative program area is examined. The population surveyed in both reporting periods was essentially the same.

Figure 1.6: Similar to the previous figure, years of industrial experience for respondents is shown in Figure 1.6. The variance in industrial experience indicates that there may be some discrepancies across the county in terms of current content information available to students. In both reporting periods 27 percent of staff have 0-3 years of industrial background.

Figure 1.7: This figure shows that the respondents to this questionnaire are, generally speaking, experienced educators.

FIGURE 1.4

Question: If you have identified handicapped students in your program, do they have an IEP?

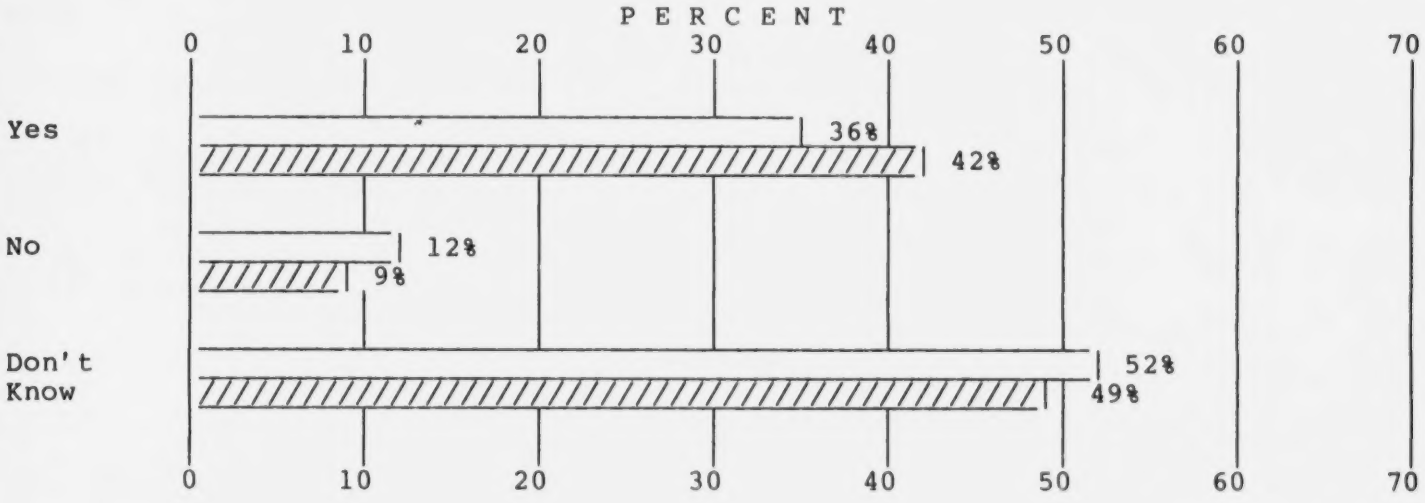


FIGURE 1.5

Background Information on Respondents
Primary Field of Specialization

Field of Specialization	Percentage of Respondents (Baseline) 1983-84	1985-86
Business and Office	32.5	32.0
Trade and Industrial	11.0	10.0
Agriculture	7.0	5.0
Home and Family Life	18.0	21.0
Distributive Education	7.0	5.0
Diversified Occupations	5.0	6.0
Industrial Arts	19.0	15.0
Technical	.5	4.0
Other	0.0	2.0
	100.0%	100.0%

FIGURE 1.6

Background Information on Respondents
Years of Experience in Industry

Years Experience in Industry	Percentage of Respondents (Baseline) 1983-84	1985-86
0	12.0	15.0
1-3	25.0	22.0
4-6	22.0	20.0
7-10	16.0	14.0
11-15	9.0	11.0
More than 15	16.0	18.0
	100.0%	100.0%

For example, in the baseline period 56 percent of vocational staff indicated 11 or more years experience in education. In 1985-86, that percentage had risen to 63 percent. The last two figures indicate that there does not appear to be a balanced combination of industrial/educational experience of vocational staff, which may raise questions about the ability of secondary programs to produce job ready students.

Figure 1.8: The question dealt with in this figure relates to vocational education staff's perception of their role in the placement of handicapped learners in their classes. There are strong indications that their role is increasing in this regard. There is a two percent increase in those who report being involved in the initial IEP; an eight percent increase in those who have not attended the initial IEP, but have talked with those responsible; and a 13 percent decrease in those who report no involvement.

Figure 1.9: The trend towards increased vocational education staff involvement in the IEP process that was noted in Figure 1.8 is continued in Figure 1.9. All responses that should have increased did, and the degree of no involvement for developing the vocational program for the student dropped by 24 percent.

Figure 1.10: The question isolated in this figure is aimed at describing the information vocational educators provide to the IEP team on an on-going basis. Like the last two figures, vocational educators perceived involvement in the

FIGURE 1.7

Background Information on Respondents
Years of Experience in Education

Years Experience in Education	Percentage of Respondents (Baseline) 1983-84	1985-86
0	1.0	0.0
1-3	10.0	11.0
4-6	10.0	11.0
7-10	23.0	15.0
11-15	18.0	24.0
More than 15	38.0	39.0
	100.0%	100.0%

FIGURE 1.8

Question: What is your role in the placement of a handicapped student in your class?

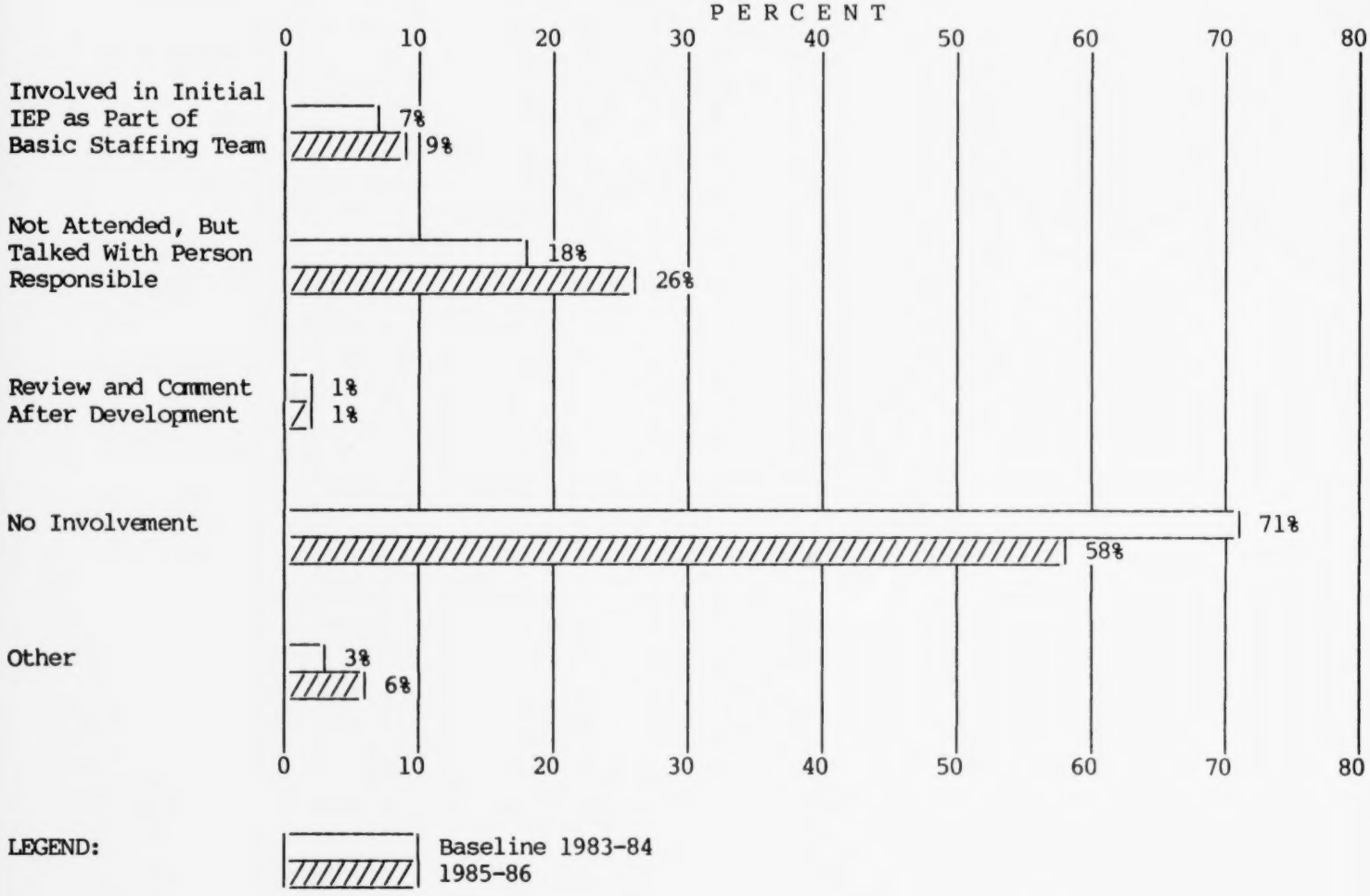


FIGURE 1.9

Question: What input do you provide the IEP team in developing the vocational program for the handicapped learner?

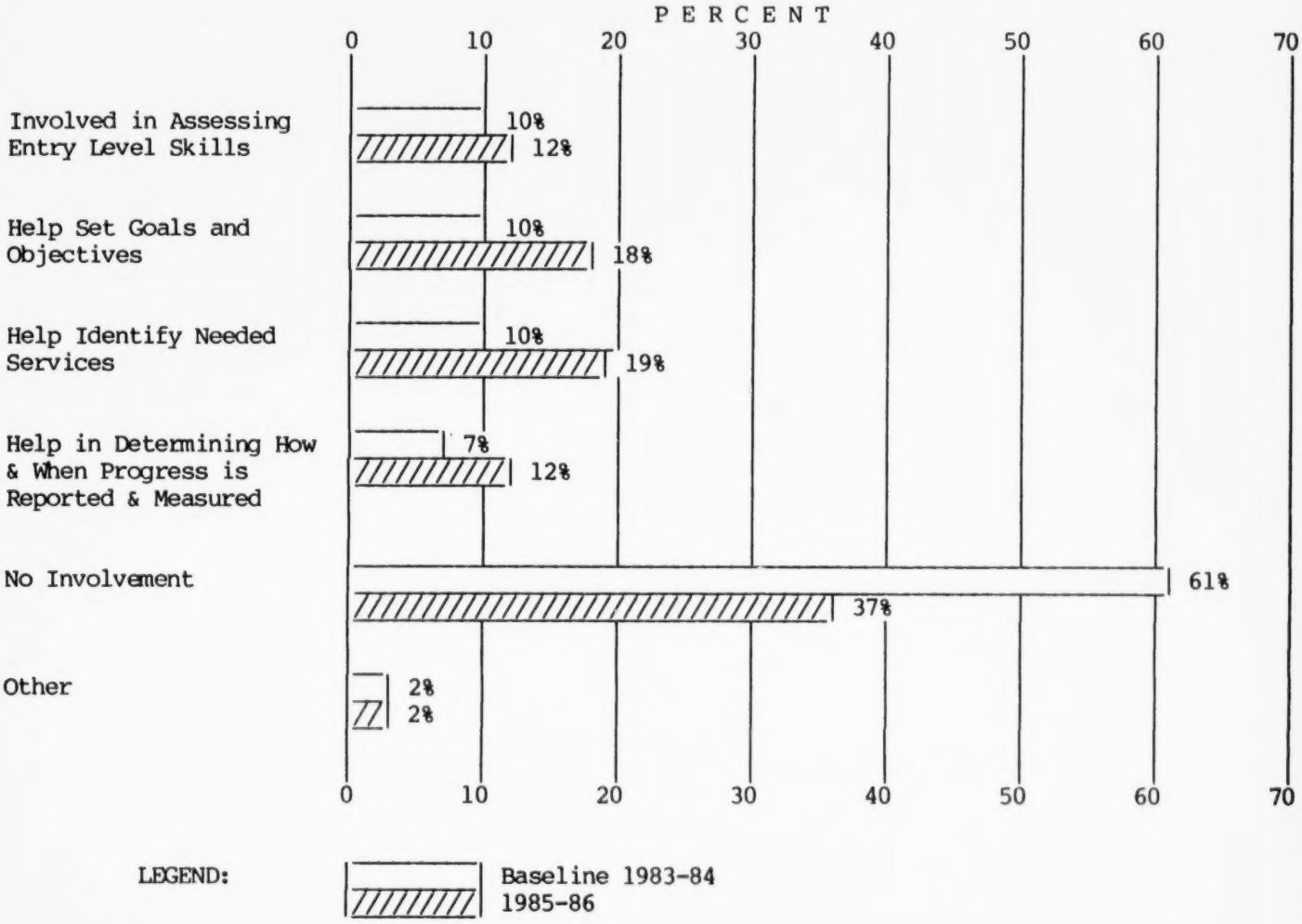
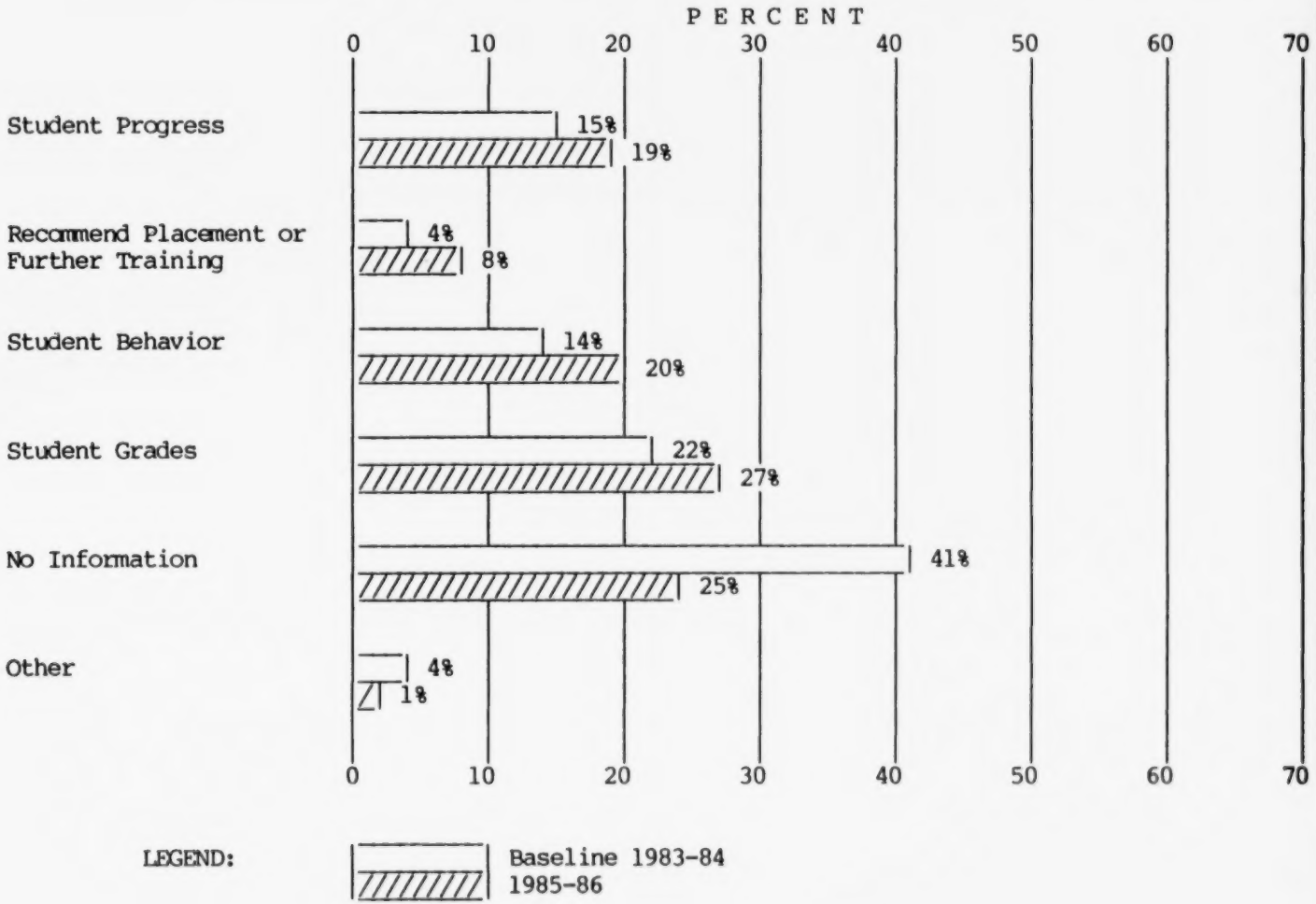


FIGURE 1.10

Question: What information do you provide the IEP team during and at the end of the year?

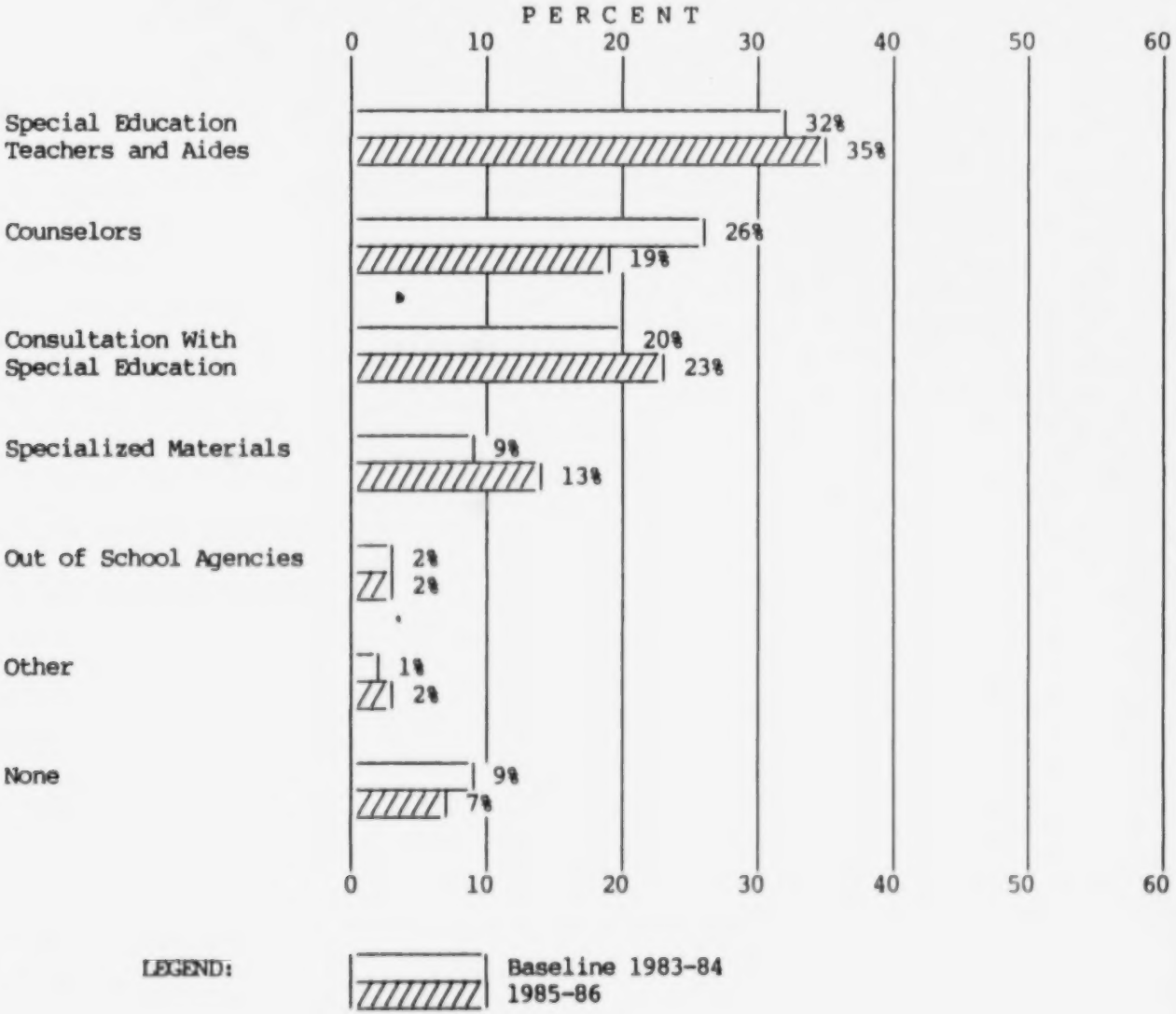


IEP process has increased, and the number reporting no involvement decreased by 16 percent.

Figure 1.11: The final figure presented in this phase of the document attempts to identify the kinds of support services vocational instructors are using to assist handicapped learners within their schools. As can be seen, the overall utilization of special education services has increased by six percent. This increase in utilization of available special education services has caused an apparent decrease in reliance upon counselors.

FIGURE 1.11

Question: Which supportive services in your school are you using to help handicapped students succeed in your class(es)?



OBSERVATIONS:

The relationship between vocational and special education seems to be experiencing growth and maturation if the data included in this section of the report is an accurate barometer. While it is true that these data only represent the perceptions of vocational staff, their perceptions are critical to the overall success of the Cooperative. If vocational staff at the secondary level feel as if their involvement with handicapped learners had increased, then it is likely to have actually occurred. There are several reasons to think this information is accurate. First, the return rate of the questionnaire utilized to generate the data exceeded 85 percent in both the baseline and follow-up reporting periods, with more than 350 total respondents. Second, the respondents were proportionately distributed among all program areas of vocational education. Third, the actual quantitative and qualitative data presented in the second phase of this document supports the perceptions of staff shared in this first phase. Further, responses on the questionnaire were anonymously gathered, so there was no penalty or reward for respondents.

Although the responses that were recorded and analyzed are felt to be valid, they are also seen as revealing. For example, even when vocational staff report having identified handicapped learners in their classes, nearly 50 percent are unsure if these same students have an Individualized

Education Program (IEP). Nearly 40 percent of the secondary vocational teaching staff have 0-3 years experience in industry, and more than 60 percent have eleven or more years experience in education. These two factors alone raise questions about the ability of secondary vocational education to provide the handicapped learners who participate in those programs with up-to-date job entry level skills. However, given the nature of the total school curriculum at the high school level, vocational education is far more able to provide relevant occupational preparation information than any other curriculum area.

When the instructional merger of vocational and special education is specifically addressed in questions related to the placement into, development of, and review/evaluation of students through the IEP process, positive changes seem to be occurring. More than 40 percent of all vocational staff now report at least some input into the placement of handicapped learners in their classes. More than 60 percent report at least some input into the development of the vocational program for students following enrollment. More than 70 percent provide information to the IEP team during and at the end of the year, and more than 90 percent are using some type of supportive service to help handicapped learners succeed in their classes, with nearly 60 percent of that service emanating from special education. All of these percentages have increased since baseline data were collected.

Even with the gains that have been accomplished, though, much more remains to be accomplished. While the current gains are positive, they are far from acceptable. When the consolidation of vocational and special education has been fully realized, few, if any, discrepancies will appear.

REFERENCES

Albright, L. and Preskill, H. An Assessment of Mainstream and Special Vocational Education Involvement in the IEP Process and Related In-Service Needs. Department of Special and Vocational Education, University of Vermont, 1981.

PHASE II

1985-86 Enrollment Patterns of Handicapped Learners in Vocationally Related Programs, and Identification of Corresponding Goal Statements on Student IEPs

PHASE II

PURPOSE OF THE STUDY:

The second phase of the two-part analysis is designed to assess the impact of the Cooperative on enrollment patterns and the identification of four kinds of vocationally related goal statements that appear on Individualized Education Programs (IEPs). If the Cooperative has had an effect on the combined efforts of vocational and special education within the participating districts, then this effect should manifest itself in the numbers of handicapped learners who participate in occupational preparation programs, and the corresponding goal statements that are found on respective IEPs.

This particular phase of the analysis is both quantitative and qualitative to some degree. It is quantitative in that the schedules of each mildly handicapped learner enrolled in grades 10-12 are reviewed to determine which of three program types students are enrolled in throughout the participating districts. The program types are: (1) reimbursable vocational education, (2) special education sponsored vocational training, and (3) non-reimbursable vocational education/training.

> Reimbursable vocational education programs are programs that are staffed with state certified vocational education personnel and receive state and/or federal dollars earmarked for vocational education.
>
> Special education sponsored vocational training programs are staffed with state certified special education personnel and funded through state and/or federal special education monies.

A non-reimbursable vocational education/training program is funded by basic education and staffed with regular education certificated personnel.

Various options comprise each of the three program types. These options will be identified in the results section. In terms of differentiation, vocational education is the primary service provider in reimbursable vocational education programs. Special education is the primary service provider in special education sponsored vocational training, and regular education instructors serve as the primary service providers for non-reimbursable vocational education/ training programs.

The qualitative aspect of the study focuses on the assignment of goal statements found on student IEPs to four different categories. These four categories are: (1) content, (2) prevocational, (3) placement, and (4) no goals.

Content goals make specific reference to the instructional outcomes of a given program option within a program type (i.e., reimbursable vocational education, special education sponsored vocational training, and non-reimbursable vocational education/ training).

A prevocational goal is in reference to vocational development, but not specific to any program option or type.

Placement goals simply indicate that the student is enrolled in, or will participate in, a particular program.

No goals means that while the student may have instructionally based outcomes identified on his or her IEP, none of them are vocationally related, or identifiable within a vocational context.

The examination of data from both a quantitative and

qualitative viewpoint allows the Cooperative to make meaningful decisions regarding its past, present and future. Enrollment patterns are seen as critical factors in the overall consolidation of effort between vocational and special education. If more handicapped learners are able to participate in vocational education than in the past, there is some evidence that the disciplines have developed a closer working relationship. Similarly, if there are differences in the type of corresponding goal statements that appear on actual IEPs, those differences may be construed as an indication of increased instructional planning.

PROCEDURES:

All student schedules and current IEPs are reviewed during second semester of each reporting year by participating district personnel to obtain the data presented in this document. These data are collected and coded using the format and instructions found in Appendix B.

Each spring data collection forms, coding sheets, and instructions are disseminated to the participating districts. Local district special education personnel are then responsible for providing the information that is gathered. At this point, data are entered into a mainframe computer, totaled and fed back to the Cooperative.

Enrollment counts are compared to monthly state reporting forms, and a random sample of IEPs are independently rated by Cooperative staff to establish

interrater reliability in an effort to validate the information provided by districts. Interrater reliability has consistently been between .85 and .90.

RESULTS:

The results of this phase of the analysis are presented in two sections: quantitative and qualitative. Both sections utilize a series of figures to present the information that is described in a short narrative which precedes each figure.

QUANTITATIVE DATA

Figure 2.1: The first figure in this phase of the report presents a comparison of the total secondary (grades 10-12) enrollment in Pierce County by handicapping condition. An unduplicated count is shown. Between the baseline year and 1985-86 there are some differences in the enrollment pattern. For example, students classified as either learning disabled or mildly mentally retarded have decreased between the baseline and present. The number of students classified as behaviorally disordered have increased substantially. This may be due in part to a revised definition of learning disabled that was introduced in the state during the 1984-85 school year. Still, over 90 percent of special education students served at this level are found within three categories: learning disabled, behaviorally disordered, and mildly mentally retarded. The actual number of students has increased by 220.

FIGURE 2.1

Comparison of Secondary Enrollment in
Pierce County by Handicapping Condition
(Grades 10-12)

Special Education Classification	Number of Students 83-84	85-86	Percentage of total 83-84	85-86
Behaviorally Disordered	132	320	9.62	20.10
Communication Disordered	16	0	1.17	0.00
Deaf	23	7	1.68	.44
Hard of Hearing	21	7	1.53	.44
Health Impaired	13	29	.95	1.82
Learning Disabled	920	1033	67.05	64.89
Mild Mentally Retarded	210	164	15.31	10.30
Multi-Handicapped	12	20	.87	1.26
Orthopedically Impaired	20	12	1.46	.75
Visually Impaired	5	0	.36	0.00
TOTAL (Unduplicated)	1372	1592	100.00	100.00

Figure 2.2: The percentage of enrollment of handicapped learners by program type is shown for the baseline period. Thirty-four percent of the population received their vocational preparation through special education, 16 percent through non-reimbursable vocational education/training, 36 percent through reimbursable vocational education, and 14 percent were not involved in any vocational program.

Figure 2.3: This figure provides the same information as the previous one, except it presents 1985-86 data. The overall pattern is substantially different. Now, only 24 percent of the mildly handicapped population are involved in special education sponsored programs, 21 percent have enrolled in non-reimbursable vocational education (an increase of five percent), 43 percent are involved in reimbursable vocational education (an increase of seven percent), and 12 percent have no vocationally related program (a decrease of two percent).

An important point that should not be overlooked in comparing Figure 2.2 with Figure 2.3 is that in the baseline year, an unduplicated count of 1372 students produced a duplicated enrollment in program of 1896. This indicates that many students were involved in more than one program type. In contrast, an unduplicated count in 1985-86 of 1592 students produced a duplicated count of only 1809. The reduction in duplicated count from baseline to present may mean that instead of students simply entering and reentering a variety of courses, some definitive program planning is

FIGURE 2.2

Baseline (1983-84) Enrollment of Secondary Handicapped Students in Pierce County
Duplicated Count
(N=1896)

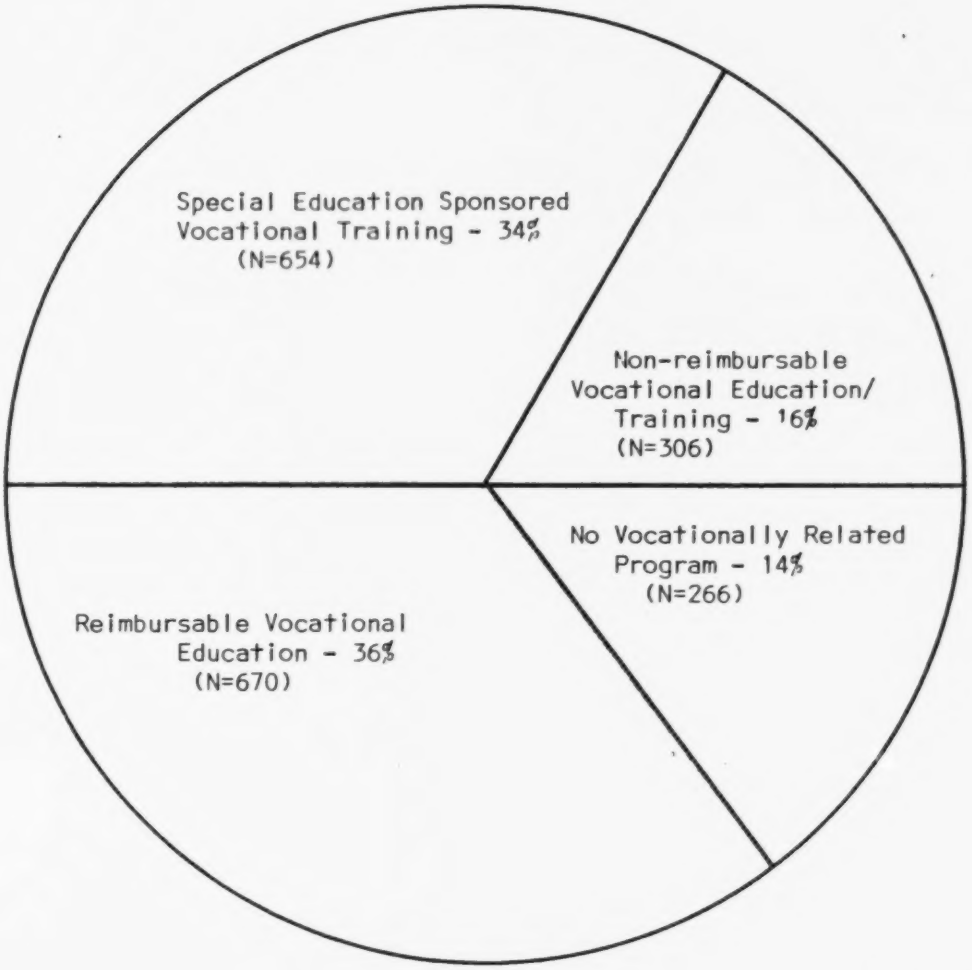
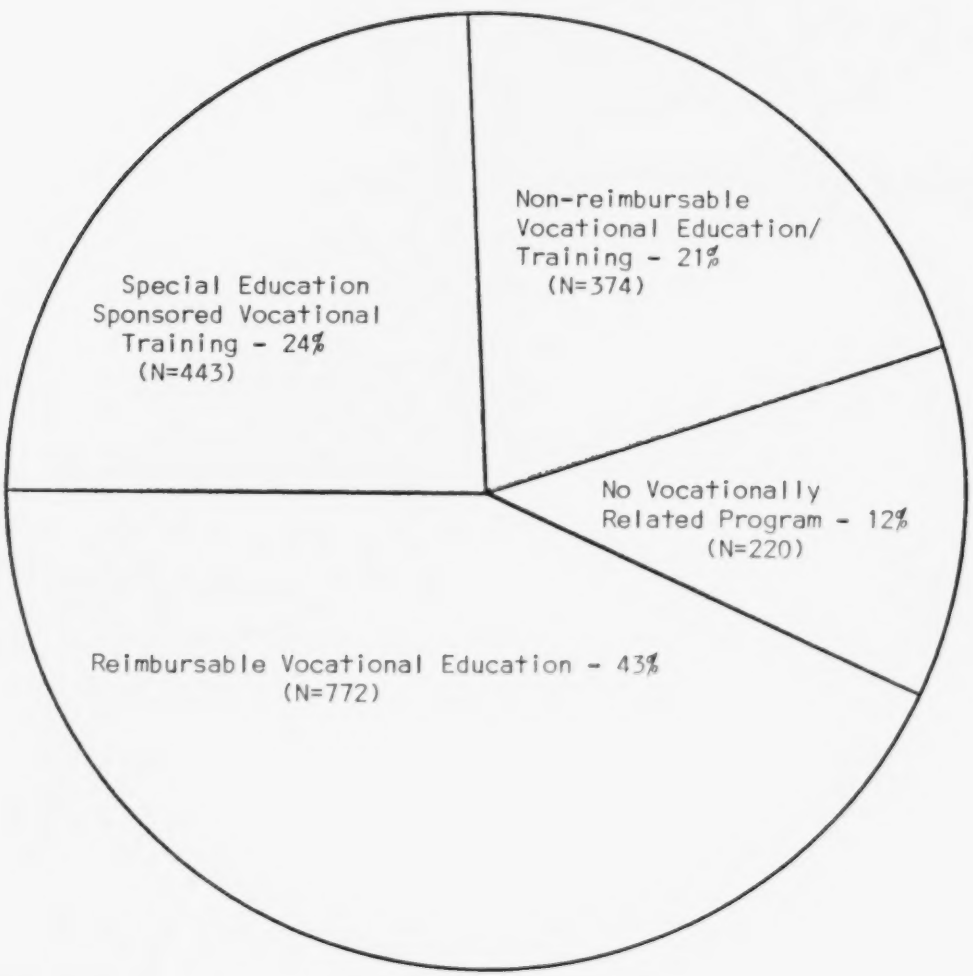


FIGURE 2.3

1985-86 Enrollment of Secondary
Handicapped Students in Pierce County
Duplicated Count
(N=1809)



beginning to take place. Due to an implied increase in collaboration of effort between the disciplines, more students may also be maintaining their enrollment to a greater extent after being placed.

Figure 2.4: The next series of figures presents enrollment information about each of the three primary program types. Figure 2.4 compares the enrollment of learners by handicapping condition in reimbursable vocational education. The left column shows percentage of enrollment during the baseline period. The right column shows the 1985-86 enrollment percentages. As in total special education enrollment countywide, more than 90 percent of the handicapped learners participating in reimbursable vocational education programs have been classified as either learning disabled, mildly mentally retarded or behaviorally disordered in both the baseline and current periods.

Figure 2.5: This figure depicts handicapped learner enrollment in reimbursable vocational education by program option. Enrollment increases are shown in industrial arts, trade and industrial and technical education. All others show slight decreases within the reporting periods.

Figure 2.6: A comparison of students enrolled in special education sponsored vocational training programs is shown in this figure. There is a substantial increase in the percentages of both behaviorally disordered and learning disabled students at the present time. Ironically, the

FIGURE 2.4

Comparison of Students Enrolled in Reimbursable Vocational Education by Handicapping Condition

Baseline 1983-84 Percentage N=670	Handicapping Condition	1985-86 Percentage
8.66	Behaviorally Disordered	13.86
1.05	Communication Disordered	0.00
2.24	Deaf	.65
1.34	Hard of Hearing	.39
1.05	Health Impaired	3.50
75.07	Learning Disabled	73.58
9.10	Mild Mentally Retarded	6.74
.15	Multi-handicapped	.12
1.19	Orthopedically Impaired	1.16
.15	Visually Impaired	0.00
100.00%		100.00%

FIGURE 2.5

Comparison of Students Enrolled in
Reimbursable Vocational Education
by Program Option

Option	Percent of Enrollment (Baseline) 83-84	85-86
Home and Family Life	15.67	11.40
Industrial Arts	19.85	33.16
Business and Office	17.91	15.15
Agriculture	20.75	13.86
Trade and Industrial	11.04	15.03
Diversified Occupations	6.73	5.83
Distributive Education	3.43	1.94
Technical	.30	.52
Other	4.32	3.11
	100.00%	100.00%

FIGURE 2.6

Comparison of Students Enrolled in
Special Education Sponsored Vocational Training
by Handicapping Condition

Baseline 1983-84 Percentage (N=654)	Handicapping Condition	1985-86 Percentage (N=443)
6.42	Behaviorally Disordered	22.12
1.53	Communication Disordered	0.00
0.00	Deaf	0.00
.31	Hard of Hearing	.23
.31	Health Impaired	1.80
49.39	Learning Disabled	58.92
37.61	Mild Mentally Retarded	16.48
3.67	Multi-handicapped	.45
.76	Orthopedically Impaired	0.00
0.00	Visually Impaired	0.00
100.00%		100.00%

percentage of mildly mentally retarded students has been reduced by more than one-half. This might lead one to believe that specific programs aimed at a particular disability are being developed and implemented within the special education context, or that some students are less apt to be mainstreamed than others.

Figure 2.7: The most obvious information obtained from this figure is that between the baseline and current period there has been a decrease in the percentage of enrollment in prevocational classes and unpaid work study, and a substantial increase in the availability of paid work experience, career awareness, and other program options. Coupled with the previous Figure 2.6, there is speculation that special education's perception of their role in the vocational preparation of handicapped learners may be changing. During the baseline period, nearly 70 percent of students involved in special education sponsored programs were exposed to either a prevocational class or unpaid work study. Currently, the combined percentages of those two program options is less than the baseline percentage for unpaid work study alone. Enrollment in other programs has almost doubled, indicating a possible effort to seek more specialized or alternative training for students who remain in this program type.

Figure 2.8: The percentage of handicapped learners enrolled in non-reimbursable vocational education/training or regular

FIGURE 2.7

Comparison of Students Enrolled in
Special Education Sponsored Vocational Training
by Program Option

Option	Percent of Enrollment (Baseline) 83-84	85-86
Prevocational Class	24.01	22.80
Unpaid work Study	45.87	20.99
Paid Work Experience	1.98	6.78
Career Awareness	14.53	24.60
Other**	13.61	24.83
	100.00%	100.00%

** Includes Vocational Individualized Program (VIP), Store Project, Goodwill, and Metro Parks Program.

education type vocationally related programs is shown here. Not surprisingly, there is an increase in the percentage of behaviorally disordered students and a decrease in those characterized as learning disabled.

Figure 2.9: This figure describes what seems to have been almost a reversal between non-reimbursable home and family life and industrial arts. Part of this shift may be due to increased awareness of the availability of home and family life as an option within this program type, and the previously described increase in enrollment of handicapped learners in reimbursable industrial arts. The decreases in unpaid work study seem to be part of an overall trend, and the decreased enrollment in non-reimbursable career awareness type programs may be reflective of the increase in enrollment in this particular option within the special education sponsored program type. Again, a marked increase in other or alternative programming is found.

FIGURE 2.8

Comparison of Students Enrolled in
Non-reimbursable Vocational Education/Training
by Handicapping Condition

Baseline 1983-84 Percentage (N=306)	Handicapping Condition	1985-86 Percentage (N-374)
10.78	Behaviorally Disordered	28.34
1.63	Communication Disordered	0.00
2.29	Deaf	0.00
2.29	Hard of Hearing	0.00
6.54	Health Impaired	0.00
67.65	Learning Disabled	61.23
6.86	Mild Mentally Retarded	8.02
0.00	Multi-handicapped	.53
1.63	Orthopedically Impaired	1.88
.33	Visually Impaired	0.00
100.00%		100.00%

FIGURE 2.9

Comparison of Students Enrolled in
Non-reimbursable Vocational Education/Training
by Program Option

Option	Percentage of Enrollment (Baseline) 83-84	85-86
Home and Family Life	21.24	56.41
Industrial Arts	45.10	21.92
Business and Office	2.54	2.14
Unpaid Work Study	14.71	2.41
Paid Work Experience	.33	.53
Career Awareness	15.03	3.49
Other	1.05	13.10
	100.00%	100.00%

QUALITATIVE DATA

Figure 2.10: In order to try and assess the impact of instructional planning between vocational and special education personnel, all student IEPs were reviewed. The purpose of this review was to describe goals that appeared on the IEP as being related in some way to the program type in which the student was enrolled. The goals found on IEPs were classified as being either directly related to placement (content), generically related (prevocational), schedule related only (placement), or not present.

This figure describes the four categories of goal statements by percentage for the baseline and reporting years, considering all program types. In essence, content goals have increased, and the appearance of no goals have decreased.

Figure 2.11: A comparison of goal statements relative to students enrolled in reimbursable vocational education programs is shown here. Content goals have increased by nearly 14 percent, and the lack of goals have decreased by a similar percentage. Prevocational and placement goals have remained virtually the same.

Figure 2.12: The comparison of corresponding goal statements for special education sponsored programs presents a different pattern than the one found in reimbursable vocational education. Here, content goals, placement goals, and the absence of goals all increased. Only prevocational goal

FIGURE 2.10

Comparison of Corresponding Goal Statements on IEPs for ALL PROGRAM TYPES

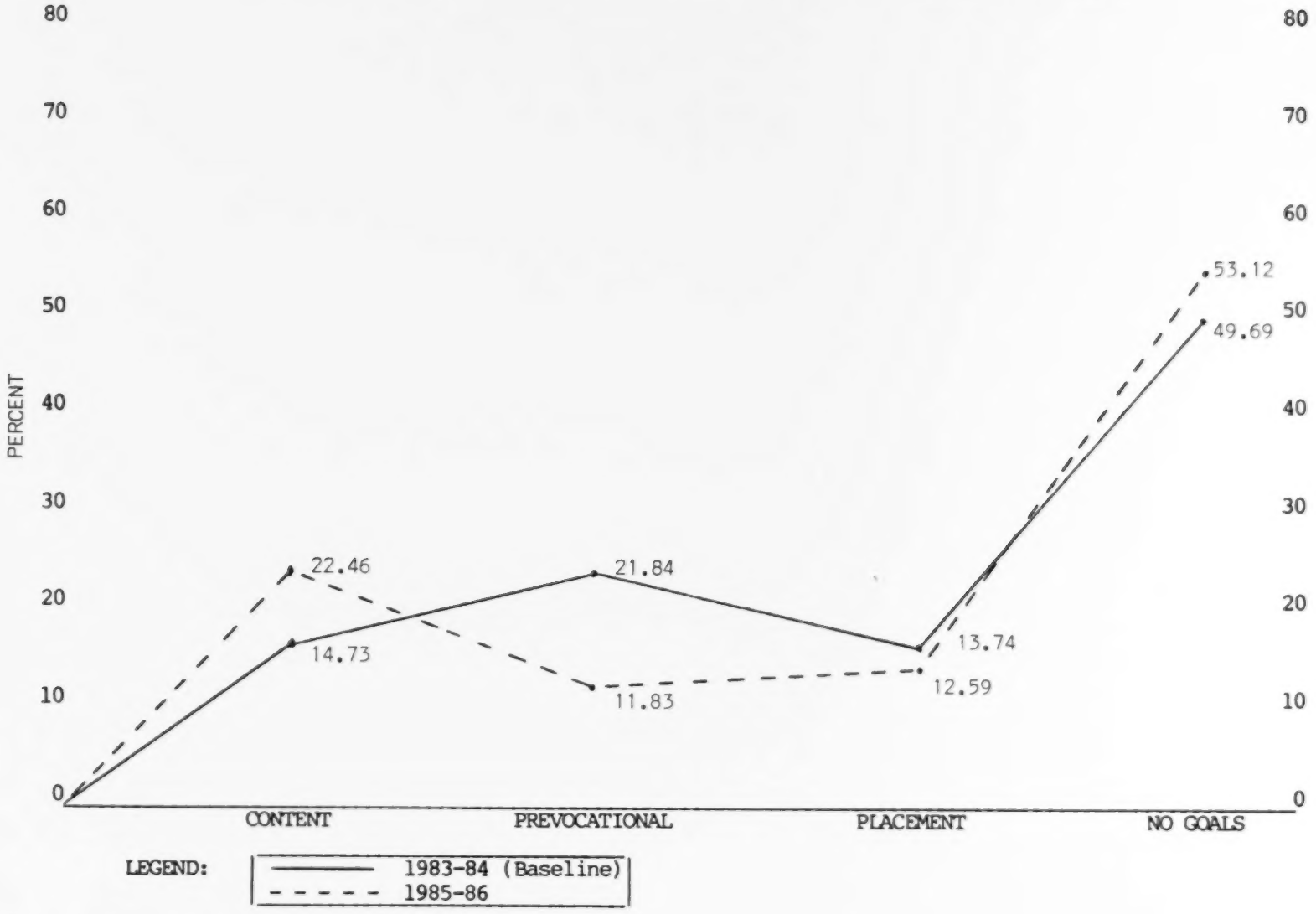
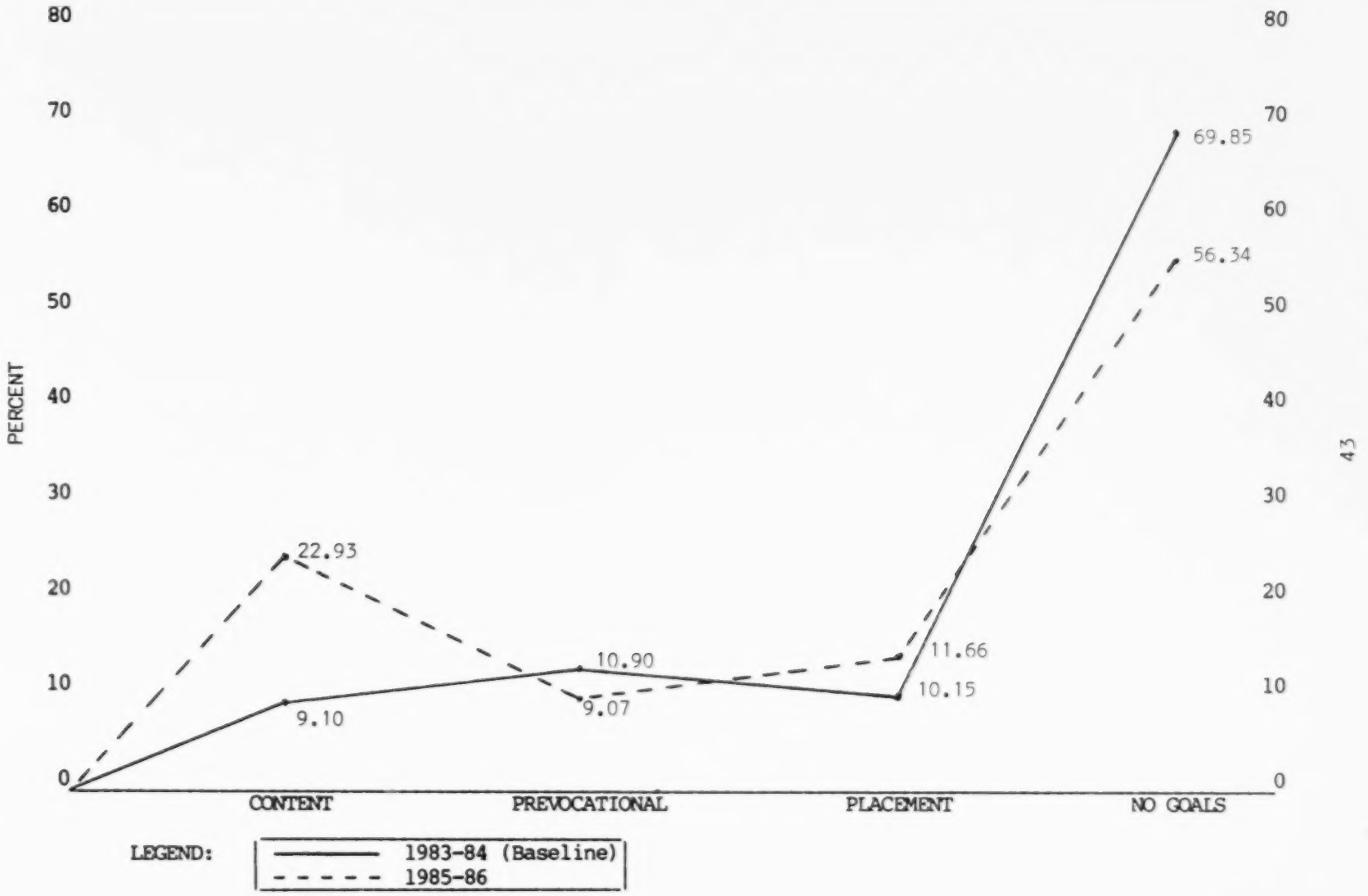


FIGURE 2.11

Comparison of Corresponding Goal Statements on IEPs for REIMBURSABLE VOCATIONAL EDUCATION



statements have decreased. The absence of goal statements does not mean that no goals whatsoever appear on the IEP. It simply means that no vocationally related goals were present. Special educators may feel more comfortable with academically related goal statements than vocational. The lack of vocationally related goal statements may also be due to some genuine uncertainty within the discipline as to responsibility in the occupational preparation of handicapped learners at this point in time.

Figure 2.13: This figure shows that a comparison of goal statements in non-reimbursable vocational education/training programs is not very different from the baseline period, with the exception of an increase in prevocational type goals. Although non-reimbursable programs have not been an area of emphasis within the Cooperative, there is some evidence that the increase in prevocational goals indicates a heightened awareness that some programs outside the realm of special and vocational education are occupationally preparatory in nature.

FIGURE 2.12

Comparison of Corresponding Goal Statements on IEPs for SPECIAL EDUCATION SPONSORED VOCATIONAL TRAINING

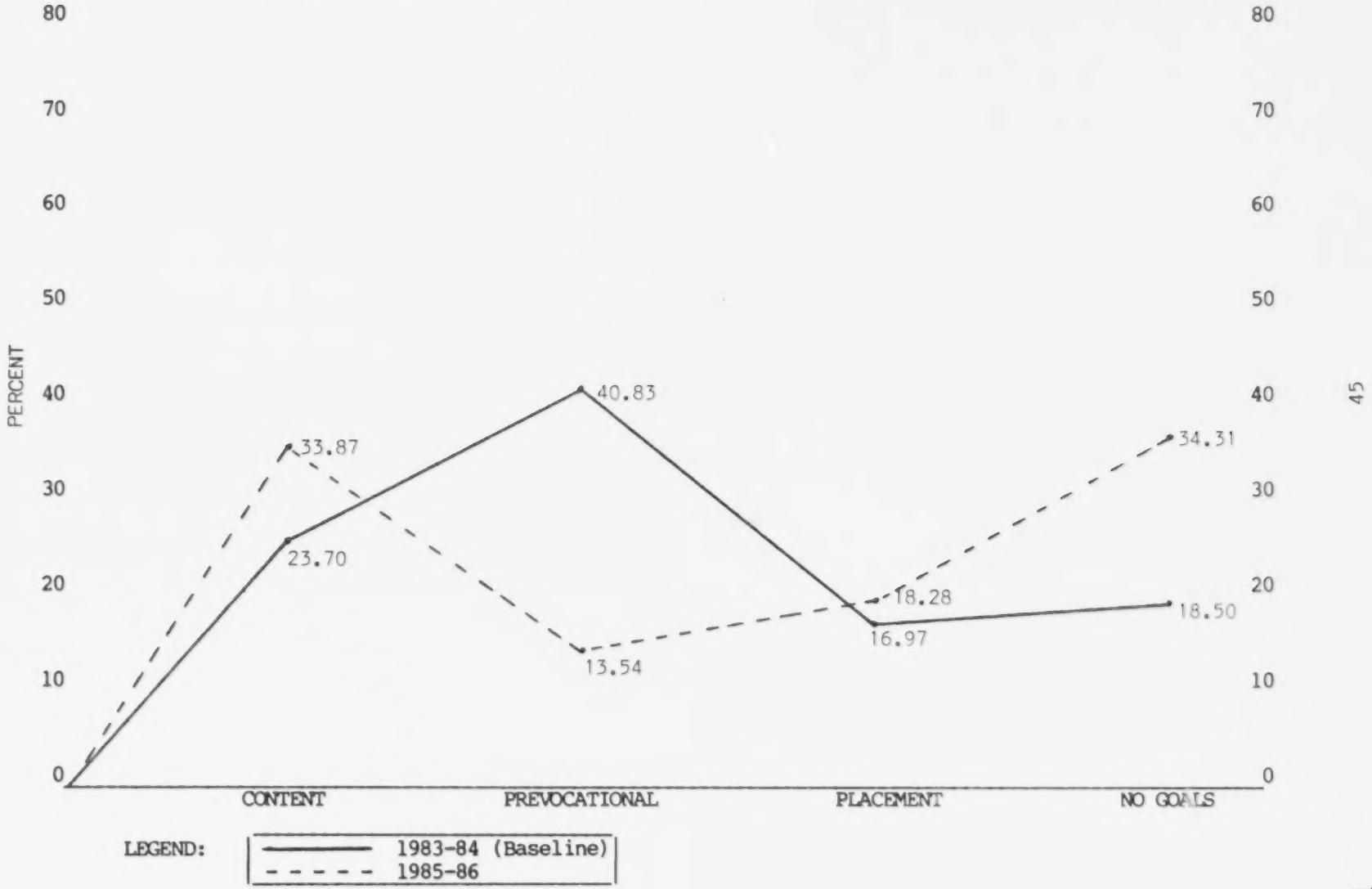
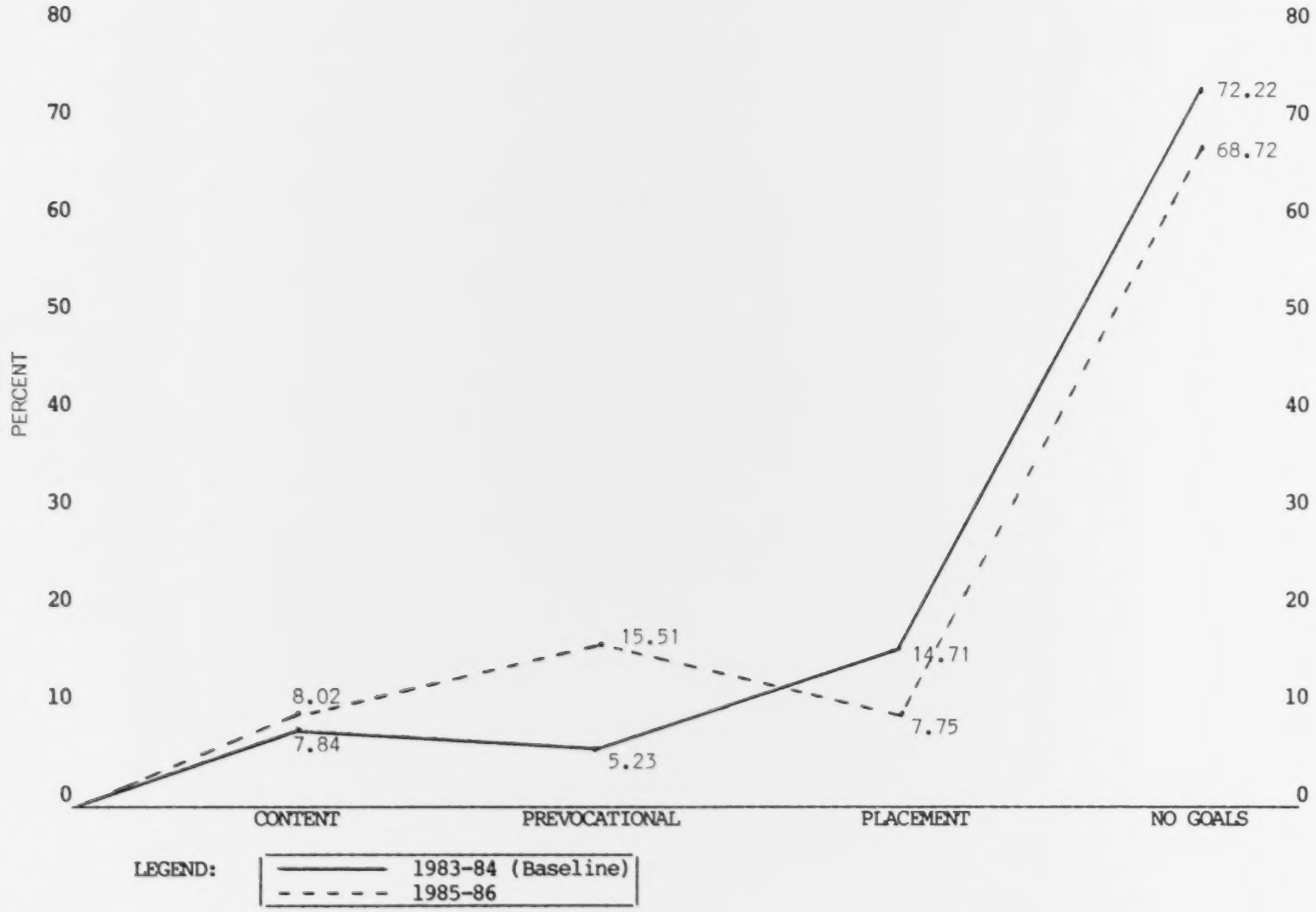


FIGURE 2.13

Comparison of Corresponding Goal Statements on IEPs for NON-REIMBURSABLE VOCATIONAL EDUCATION/TRAINING



OBSERVATIONS:

The quantitative and qualitative data presented in this section of the document seem to reveal many of the same findings in the previous section. More handicapped learners are enrolled in reimbursable vocational education programs both numerically and percentage wise, and more content related goals appear on the IEPs of students who participate in such programs. There can be little doubt that vocational and special education working together is having an impact in the provision of instructional services to students.

However, this closer consolidation of effort between the disciplines in reimbursable vocational education seems to have a reverberating effect on the provision of services in special education sponsored vocational training programs. As more handicapped learners are served in reimbursable vocational education, the nature of the delivery of services in special education seems to be changing. During the baseline period, more than 70 percent of the students enrolled in special education sponsored programs were exposed to either a prevocational class or unpaid work study as primary options. Now, just over 40 percent of the students are exposed to those same options, with career awareness and "other" type alternative programming increasing in emphasis. While this may not signal the end of traditional secondary special education vocational preparation programs, it may indicate a change in the way secondary special education sees

itself in relationship to a comprehensive vocational preparation program. Instead of being the primary service provider for all students in this regard, it could be that special education is beginning to accept a secondary service provider role, at least for mildly handicapped individuals. Additional data collection efforts of this type will be needed to verify this speculation, but the Cooperative may be witness to an evolutionary trend. The increase in both content and no goals may be further evidence that the trend is real.

If the Cooperative has had a lasting impact on the districts it is designed to serve, then the separate efforts of both vocational and special education will become a single effort combining the inherent strengths of each. Thus, the isolated programming seen in the past will be merged to form a more complete service delivery system.

Once this combination of resources is completed, a carryover effect may be seen in the area of non-reimbursable vocational education/training programs. Now, this program type is not substantially different from the way it was during the baseline period. The lack of corresponding IEP goals continues to approach the 70 percent mark. As the vocational and special education relationship becomes more definitive, though, it could be that the solidification of role and responsibility will be transferred to non-reimbursable type programs.

APPENDIX A

Summary of Vocational Staff Questionnaire and Needs Assessment

1985-86

VOCATIONAL STAFF QUESTIONNAIRE

NEEDS ASSESSMENT

PLEASE READ THE DEFINITION BELOW BEFORE COMPLETING THIS SURVEY.

Identification of a Handicapped Person. The term "handicapped" means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, or persons with specific learning disabilities who by reason thereof require special education and related services, and who because of their handicapping condition cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program (Definitions, Federal Register, October 3, 1977).

For the purposes of this survey the word "handicapped" describes any student with the above-stated handicapping conditions who is currently on an IEP (Individualized Education Program). The IEP is the document which actually determines the types and amounts of special education services given to handicapped children.

A. Do you have any identified handicapped students in your classes at this time? (Please check) 132 (78%) Yes 38 (22%) No

If yes:

1. When did you find out these students were handicapped?

26%	37	Prior to classes starting
56%	80	1-3 weeks into classes
08%	11	4-6 weeks into classes
03%	5	7-9 weeks into classes
08%	11	Other (please specify)

_____

2. How did you find out these students were handicapped?

35%	58	Consultation with special education
05%	8	Counselor
07%	11	Other teachers
01%	1	Principal/administrator
38%	63	Written notification from special education
15%	24	Other (please specify)

_____

B. Have you had identified handicapped students in your program in prior years? (Please check) 151 (92%) Yes 14 (08%) No

C. If you have identified handicapped students in your program, do they have an IEP? (Please check)

62 Yes	14 No	74 Don't know
41%	09%	49%

1.0 BACKGROUND INFORMATION:

1. Primary field of specialization.

32%	1. 59	Business and Office Education
10%	2. 18	Trade and Industrial Education
05%	3. 10	Agricultural Education
21%	4. 38	Home Economics
01%	5. 2	Health Occupations
05%	6. 10	Distributive Education
06%	7. 11	Diversified Occupations
15%	8. 27	Industrial Arts
02%	9. 3	Technical
02%	10. 4	Other (Please specify)

2. Years of experience in industry.

22%	1. 38	1-3
20%	2. 33	4-6
14%	3. 23	7-10
11%	4. 18	11-15
19%	5. 32	More than 15
15%	6. 25	None

3. Years of experience in education.

11%	1. 18	1-3
11%	2. 18	4-6
15%	3. 26	7-10
25%	4. 42	11-15
39%	5. 67	More than 15
	6. 0	None

4. Sex

51%	1. 84	Female
49%	2. 80	Male

5. Have you participated in any workshops or college courses on providing vocational instruction to handicapped students <u>after</u> January 1, 1983?

54%	1. 91	Yes
46%	2. 79	No (If no, skip to question #7)

6. If yes to question #5, who were the activities sponsored by? (Please check all appropriate responses.)

26%	1. 39	College or university
42%	2. 63	Local district inservice
11%	3. 16	State Department of Education
12%	4. 18	Professional organization
09%	5. 14	Other (please specify)

_____

Please answer the following questions regarding your inservice needs and involvement in vocational programming for handicapped students.

2.0 PROGRAM DEVELOPMENT.

7. What is your role in the placement of a handicapped student in your class? (Please check)

09% 1. 15 Involved in initial IEP meeting as part of basic staffing team.

26% 2. 44 Have not attended initial meetings, but have talked with person(s) responsible for developing objectives of handicapped students' IEP.

01% 3. 2 Review IEP after it has been developed, and then comment on it before parent approval is given.

58% 4. 98 Have had no involvement in IEP development.

06% 5. 11 Other (Please explain)

_____

_____

8. What input do you provide the IEP staffing team in developing the vocational program for the handicapped learner? (Please check all appropriate responses.)

12% 1. 27 Involved in assessing the student's entry-level skills in my vocational area.

18% 2. 41 Help set the vocational goals and objectives for students' participation in my program.

19% 3. 42 Help identify special services needed for the handicapped student (e.g., remedial reading, adapting vocational lab facilities, etc.).

12% 4. 27 Help in determining how and when student progress is to be measured and reported.

37% 5. 83 Have had no involvement in IEP development.

02% 6. 5 Other (Please explain)

_____

_____

9. In what areas in planning the vocational aspects of the students' IEP do you feel you would like additional training? (Check all appropriate responses.)

15% 1. 46 Assessing students' present level of performance.

07% 2. 22 Writing individual student objectives.

22% 3. 65 Adapting my course objectives for handicapped students.

28% 4. 86 Identifying appropriate instructional materials and activities.

11% 5. 32 Modifying the lab environment.

15% 6. 45 Knowing available school and community resources which help handicapped individuals.

02% 7. 6 Other (Please specify)

_____

_____

10. Is there a checklist of objectives or competencies that you use in your vocational program?

67% 1. 105 Yes.
33% 2. 52 No. (If no, skip to Question #12.)

11. If yes to Question #10, do you use these objectives or competencies to help develop the vocational aspects of the students' IEP?

44% 1. 46 Yes.
56% 2. 58 No. (Why not? Please explain.)

_____

_____

3.0 IMPLEMENTATION.

12. What are the areas you feel need to be strengthened in terms of helping you provide vocational instruction to handicapped students? (Check all appropriate responses.)

15%	1.	76	Providing individual instruction in the lab setting.
13%	2.	64	Modifying instructional materials.
15%	3.	75	Motivating and reinforcing handicapped students.
11%	4.	56	Working cooperatively with support personnel.
13%	5.	67	Helping handicapped students develop positive attitudes about themselves and work.
05%	6.	25	Working with parents of handicapped students.
11%	7.	57	Using a variety of teaching techniques and strategies to teach a specific skill.
14%	8.	72	Assessing and evaluating student performance.
02%	9.	10	Other (Please specify.)

4.0 REVIEW/EVALUATION.

13 a. What information do you provide the IEP team during and at the end of the year? (Check all appropriate responses.)

19%	1.	54	Student progress on vocational skill development.
08%	2.	22	Recommendations for work placement or further training.
20%	3.	57	Student behavior and social status.
27%	4.	77	Student grades.
25%	5.	70	Have not provided information to IEP team.
01%	6.	5	Other (Please explain.)

13 b. If the above information is provided, it is:

41%	1.	44	Requested by the IEP staffing team.
19%	2.	20	Initiated by myself.
40%	3.	43	Both of the above.
01%	4.	1	Other (Please explain)

14. Are you involved in the follow-up of students after they leave or complete your program? If so, how?

15. If you have a student who is on an IEP and is not performing well in your class, and you feel other program options should be considered, do you have contact with the IEP team to discuss your concerns?

78% 1. 114 Yes.
22% 2. 33 No. (If no, who would you contact?)

5.0 General.

16. Which supportive services in your school are you using to help the handicapped student succeed in your class(es)? (Check all appropriate responses.)

35% 1. 103 Special education teacher and aides.
19% 2. 55 Counselors.
23% 3. 67 Consultation with special education teachers (e.g., regarding adaptation of equipment, appropriate teaching strategies, etc.).
13% 4. 37 Specialized instructional materials.
02% 5. 6 Out of school agencies (please specify).

02% 6. 5 Other (please specify).

07% 7. 20 None.

17 a. Have you had contact with personnel from agencies or organizations that provide services to handicapped individuals?

85% 1. 133 No.
15% 2. 23 Yes. (Who and how often? Please specify.)

---

17 b. If you have made use of any of the above agencies or organizations please identify the type of service obtained.

---

17 c. Have you found these agencies to be helpful? (Please explain.)

APPENDIX B

Forms for Phase II Data Collection

DIRECTIONS FOR VOCATIONAL/SPECIAL EDUCATION SURVEY

The purpose of this instrument is to provide the ESD 121 Vocational/Special Education Cooperative with specific information about the program placement of handicapped students within each building participating in the Co-op. Procedurally we are collecting data only on mildly handicapped students (grades 10 through 12) currently enrolled in public schools. We are defining mildly handicapped as those who are learning disabled, mildly mentally retarded, orthopedically impaired, behaviorally disordered, deaf, hard of hearing, and visually impaired. (See Code Legend.)

This form is basically collecting three types of information:

A. DEMOGRAPHIC INFORMATION: Demographic information for each student that includes student name, grade and handicapping condition.

B. EDUCATIONAL PLACEMENT: Educational placement data dealing with the type of vocational placements the student has as part of his/her program. These placements are divided into four basic areas:

1. Column 5 deals with special education supported programs, such as pre-voc., work study, work experience and career awareness classes. (See Code Legend.)

2. Column 7 deals with reimbursable voc. programs, home and family life, vocationally approved industrial arts, business and office, etc. (See Code Legend.)

3. Column 9 deals with non-reimbursable voc. home and family life, industrial arts, career class programs funded by basic or non-voc. funds. (See Code Legend.)

It should be noted that the placement information should be pulled directly from the student's class schedule in order to make a determination as to the number and types of programs in which the student is participating and the goal information which is on the IEP and permanent file.

C. IEP GOALS: We wish to know whether the goals in the IEP (specific to the program placement) are: 1) content goals; 2) pre-voc. goals; 3) placement goals; or 4) no goals at all. (See Code Legend.)

SAMPLES: Below are three samples of types of codes which might occur in your district:

Sample #1: Refers to a 10th grade LD student who is participating in two types of classes, the first being a pre-vocational class funded through special ed. with an IEP

goal referring to the fact that he will participate in the pre-voc. class. The second program in which he/she is participating is a trade and industry class with an IEP goal again only stating that he/she will participate in that trade and industry class, i.e., Voc. Carpentry or Welding.

Sample #2: Refers to an 11th grade mild MR student who has no vocational program whatsoever.

Sample #3: Refers to a 12th grade LD student who has three vocational type placements. The first placement is a special education funded work experience (paid) program in which the student has a content specific goal. The second placement is a D.O. program with a goal which indicates that he/she will, in fact, participate in the D.O. program, and the student also participates in a non-reimbursable voc. program funded by Basic Ed. (career class), but the student has no goals for that class.

These examples are typical of what we might find in the high school programs within Pierce County. If you have any questions concerning determination of what type of goal or code should be put on a placement, please call Doug Gill at 756-5746.

SCHOOL:_____ COL. 5 *S COL. 6 *R COL. 7 *N

Student Name	Grade	H/C	No Voc. Program	Special Ed.		Reimbursable Voc.		Non-Reimbursable Voc.		Comments
				Placed Code *S	Goals *G	Placed Code *R	Goals *G	Placed Code *N	Goals *G	
SAMPLE #1	10	LD		01	03	05	03			
SAMPLE #2	11	MR	X							
SAMPLE #3	12	LD		03	01	03	03	03	04	

CODE LEGEND FOR DATA COLLECTION

Grade - 10, 11 or 12

H/C - Handicapping condition:

- BD - Behaviorally Disordered
- CD - Communication Disordered
- DF - Deaf
- HH - Hard of Hearing
- HI - Health Impaired
- LD - Learning Disabled
- MMR - Mildly Mentally Retarded
- OI - Orthopedically Impaired
- VI - Visually Impaired

No Voc. Program:
Student does not participate in any vocationally related program, but is identified (due processed) by special education. 1=yes; 0=no. (Collection of additional data on students where "1" is an appropriate response ends here.)

*S - Special education sponsored vocational training programs are funded through State and federal special education dollars and staffed with State certified special education instructors. Codes as follows:

- 01 - prevocational class
- 02 - work study program (unpaid)
- 03 - work experience (paid)
- 04 - career awareness program
- 05 - Vocational Individualized Program (VIP)
- 06 - STORE project
- 07 - Metro Parks
- 08 - Goodwill
- 09 - Other. Requires comment and must be vocationally related (i.e., skill development in some way)

*G - IEP corresponding goal statement information code:

01 - Content Goal: A content goal speaks directly to the content of the program type or option in which the student was enrolled (i.e., student will be able to use basic hand tools in the woodworking area of Industrial Arts).

02 - Prevocational Goal: A prevocational goal is generic to any vocationally related program type or option the student was involved in (i.e., student will be able to initiate new tasks iwthout prompting at least 70% of the time).

**Note: Prevocational goals can be considered "Content" goals if student is enrolled in prevocational or career awareness class.

03 - Placement Goal: A goal categorized as placement in nature is one that only describes the student's involvement with a particular program type or option (i.e., student will participate in Metal Fabrication program; or student will be placed in Typing I class of Business and Office Education program).

04 - No vocationally identifiable goal appears on IEP.

*R - Reimbursable vocational education programs are programs funded with state and federal vocational education dollars, and staffed with state certified vocational education instructors. Codes as follows:

01 - Home and Family Life Education (HFL)
02 - Industrial Arts (IA)
03 - Business and Office Education (B&O)
04 - Agriculture Education (Ag)
05 - Trade & Industrial Education (T&I)
06 - Diversified Occupations (DO)
07 - Distributive Education (DE)
08 - Technical Education (Tech) available through area post-secondary vocational technical institute generally and funded with post-secondary (Program 47) monies.
09 - Other - Programs funded through vocational education funds, but not commonly available throughout county (i.e., health occupations at secondary level).

*G - IEP goal statements (same as above: 01 = Content; 02 = Prevocational; 03 = Placement; and 04 = None)

*N - Non-reimbursable vocational education/training programs are funded through general education monies and may or may not be staffed with State certified vocational or special education instructors. Codes are:

01 - Home and Family Life
02 - Industrial Arts
03 - Career awareness class (through school counseling department perhaps)
04 - Work study through school, not special ed. (unpaid)
05 - Work experience through school, not special ed. (paid)
06 - Business and Office Education
09 - Other (Requires comment)

*G - IEP goal statements (same as above: 01 = Content; 02 = Prevocational; 03 = Placement; and 04 = None)

COMMENTS: Identify "Other" program types only if vocationally identifiable.

SCHOOL: _____

Student Name	Grade	H/C	No Voc. Program	*S Special Ed. Placed Code *S	*S Special Ed. Goals *G	*R Reimbursable Voc. Placed Code *R	*R Reimbursable Voc. Goals *G	*N Non-Reimbursable Voc. Placed Code *N	*N Non-Reimbursable Voc. Goals *G	Comments

SPECIAL ED. CODE (*S)

Pre-voc. Class	-01
Work Study (Unpaid)	-02
Work Exper. (Paid)	-03
Career Awareness	-04
V.I.P.	-05
Store Project	-06
Metro-Parks	-07
Goodwill	-08
Other	-09

REIMBURSABLE VOC. CODE (*R)

H&FL	-01	D.O.	-06
I/A	-02	D.E.	-07
B.O.	-03	Technical	-08
Agric.	-04	Other	-09
T&I	-05		

GOALS CODE (*G)

Content	-01
Pre-voc.	-02
Placement	-03
No Goals	-04

NON-REIMBURSABLE VOC. CODE (*N)

H&FL	-01
I/A	-02
B.O.	-03
Work Study (Unpaid)	-04
Work Exper. (Paid)	-05
Career Awareness	-06
Other	-09

APPENDIX C

District Summaries of Program Options and Goal Statements by Program Type

REIMBURSABLE PROGRAM OPTIONS

	HFL	IA	B&O	AG	T&I	DO	DE	TECH	OTHER	TOTAL
Bethel	25	12	13	21	5			1		77
Clover Park	10	13	9	1	1		4	1	6	45
Eatonville	4		1	5						10
Franklin Pierce	8	10	5	11	13	37			14	98
Orting	4	12	3			4				23
Peninsula	3	17	2	3	11			2		38
Puyallup	16	21	12	10					3	62
Steilacoom	2		1							3
Sumner		19	5	18	4	2	3		1	52
Tacoma	4	131	54	20	82		7			298
University Place	7	8	11				1			27
White River	5	13	1	18		2				39
TOTALS	88	256	117	107	116	45	15	4	24	772

REIMBURSABLE VOCATIONAL EDUCATION
GOAL STATEMENTS

DISTRICT	CONTENT	PRE-VOC	PLACEMENT	NONE	TOTAL
Bethel	75		2		77
Clover Park	5		1	39	45
Eatonville				10	10
Franklin Pierce	37	12	2	47	98
Orting	7			16	23
Peninsula	3		32	3	38
Puyallup	2			60	62
Steilacoom		1	1	1	3
Sumner				52	52
Tacoma	21	55	50	172	298
University Place	7	2	2	16	27
White River	20			19	39
TOTALS	177	70	90	435	772

SPECIAL EDUCATION PROGRAM OPTIONS

	Pre-Voc	WS (up)	WE (paid)	C.A.	VIP	Store	Goodwill	Met.Park	Other	Total
Bethel	7	20	6	19	4				1	57
Clover Park	12	18			13	13		2		58
Eatonville										-0-
Franklin Pierce	5								1	6
Orting										-0-
Peninsula		10				6				16
Puyallup		1		9					43	53
Steilacoom									1	1
Sumner	11									11
Tacoma	61	39	23	79	1	9	16			228
University Place		5	1							6
White River	5			2						7
TOTALS	101	93	30	109	18	28	16	2	46	443

SPECIAL EDUCATION SPONSORED
GOAL STATEMENTS

DISTRICT	CONTENT	PRE-VOC	PLACEMENT	NONE	TOTAL
Bethel	27	11	19		57
Clover Park	20		27	11	58
Eatonville					-0-
Franklin Pierce	2	3		1	6
Orting					-0-
Peninsula	9	5	1	1	16
Puyallup	42			11	53
Steilacoom		1			1
Sumner	11				11
Tacoma	31	40	34	123	228
University Place	2			4	6
White River	6			1	7
TOTALS	150	60	81	152	443

NON-REIMBURSABLE PROGRAM OPTIONS

DISTRICT	HFL	IA	BO	WS	WE	CA	OTHER	TOTALS
Bethel		12		2		4		18
Clover Park	1	2				3		6
Eatonville			3					3
Franklin Pierce	1	11	1				1	14
Orting						6		6
Peninsula	5	11		3	2			21
Puyallup	102	23	2	2			24	153
Steilacoom		10						10
Sumner	15							15
Tacoma	83	7		2			24	116
University Place	4	6	2					12
White River								-0-
TOTALS	211	82	8	9	2	13	49	374

NON-REIMBURSABLE
GOAL STATEMENTS

DISTRICT	CONTENT	PRE-VOC	PLACEMENT	NONE	TOTAL
Bethel	16	2			18
Clover Park			1	5	6
Eatonville			3		3
Franklin Pierce	2			12	14
Orting	6				6
Peninsula	2		14	5	21
Puyallup	2	28	10	113	153
Steilacoom	1			9	10
Sumner				15	15
Tacoma	1	27	1	87	116
University Place		1		11	12
White River					-0-
TOTALS	30	58	29	257	374